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PROJECTS UNDER WAY AND COMPLETED, MARCH 1966.

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A REPORT WAS MADE OF THOSE PROJECTS UNDER WAY AND COMPLETED BY THE CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION. THE CENTER'S RESEARCH EFFORTS FOCUS ON THE SOCIAL ENVIRONMENTS WITHIN WHICH THOSE WHO ADMINISTER SCHOOLS AND SYSTEMS MUST WORK. RESEARCH ACTIVITIES ARE LISTED UNDER SUCH HEADINGS AS COMPLETED PROJECTS FOR WHICH REPORTS ARE BEING PREPARED, PROJECTS IN PROGRESS, PROJECTS IN PRELIMINARY OR PLANNING STAGES, COMPLETED PROJECTS FOR WHICH REPORTS ARE AVAILABLE, DISSERTATIONS, AND OCCASIONAL PAPERS WRITTEN BY STAFF MEMBERS. PRICES ARE LISTED FOR THOSE PROJECT REPORTS THAT ARE AVAILABLE IN PAPERBACK PUBLICATIONS. THE CUT-OFF DATE FOR THIS INTERIM REPORT WAS MARCH, 1966. (GD)

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CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION

University of Oregon
Eugene

PROJECTS UNDER WAY AND COMPLETED
March, 1966.

Compiled by P. J. Runkel and Joanne M. Kitchel

The research of this Center is devoted to the social context of educational administration; that is, to the social environments within which those who administer schools and systems must work. A useful way to describe the research being done at our Center is to say that we are trying to draw adequate maps of the objective and subjective worlds in which schools and colleges exist. The maps now available are sketchy and, here and there, erroneous, and we are trying to improve them.

We are trying to draw maps of how money flows in and out of schools and of how students flow in and out of the same schools; maps of how administrators go in and out of the superintendency and of how information goes in and out of the office of the guidance counselor; maps of how teachers visualize their duties and of how parents visualize them; maps of how members of school boards anticipate the moves of those who oppose them in arguments and of how teachers anticipate the reactions of parents who oppose their political beliefs. The number of such small pieces of maps now being drawn is large; but our hope, of course, is not to collect great bins full of small bits. Rather, our hope is gradually to construct a few large maps of the social environments of schools, each showing reasonable amounts of detail and each marked with a number of paths from which the administrator can choose those which are more likely than others to get him where he wants to go.

To say that we are trying to improve the existing maps is not to say that we are trying, ourselves, to improve schools or the environments of schools. This is not our province any more than it is the province of the man who draws the road map to tell you to what city you ought to want to go. We must leave the choice of destination to the philosophers and administrators. Our hope is that some day, when someone tells us his destination, we can tell him which road will be the smoothest. At the present moment, we are at the stage of drawing detail upon some bits and pieces--pieces which will become parts of the larger maps we hope will take form as we proceed.

Following is a series of brief descriptions of research projects completed or under way.

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I. COMPLETED PROJECTS
REPORTS BEING PREPARED

THE COMMUNITY NORMATIVE STRUCTURE FOR ROLES IN THE PUBLIC SCHOOL

John M. Foskett (Sociology) and Harry F. Wolcott (Education)

No teacher needs to be told that his world--his area of free movement--is circumscribed by the expectations of parents, school board members, principals, other teachers, pupils, and numerous others. The objective of this project is to develop a detailed "map" of the normative structure of the community as it pertains to the educational enterprise. The basic data consist of measures of degree of consensus for selected educational roles within and between a number of populations and sub-populations and of measures of the content of consensus for the same roles and populations.

"It is hypothesized that patterns of role expectations will ...indeed...be part of the role of the subject(s). That is, individuals with professional roles will perceive the role of the teacher, principal, or superintendent differently than will individuals having the role of unskilled employee."

"Further, it is hypothesized that such other variables as role distance, level of information, extent of social participation, and socio-economic status will be related to the way individuals perceive roles, the intensity of role norms, and the extent of consensus within and between populations."

The report of the study of the initial community is scheduled for completion at the end of the summer, 1966. The study will be replicated in a different type of community early in 1967. Many of the findings from the initial community will gain their full significance when compared with corresponding data from other communities.

EFFECTS OF STATUS AND POWER IN DECISION-MAKING GROUPS

David Wrench (former member in Psychology,) Gary Gregor, Jacob Kind, and Philip J. Runkel (Psychology)

These investigators have undertaken three studies which deal with (1) conformity to the opinions of other school board members, (2) balancing in decision-making, and (3) the effects of introducing status and power differentials into decision-making groups.

(1) Conformity in School Board Discussions (Wrench and Kind)
The study of conformity is a replication of Milgram's recent work on conformity in authoritarian settings. Data analysis is completed and, as predicted, conformity to peer pressure is more evident in this study than it was in Milgram's. In this study, pressure on an individual to conform was brought by his peers

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COMPLETED PROJECTS
Reports Being Prepared (cont'd)

(simulated school board members) who exhibited opinions agreeing with an extreme opinion taken by the authority (the superintendent). The most obvious explanation of this result is, perhaps, the greater realism of the experimental setting used, as compared to Milgram's.

(2) Balancing in School Board Discussions (Wrench and Gregor)

The study of balancing in decision-making is intended to test hypotheses derived from balance theory. Data analysis is nearly complete and the results appear to be equivocal with regard to the main hypothesis. For example, it appears that if we know that one person has respect for another, we can predict that the first person will tend to alter his opinions to follow those of the other person. However, the converse does not appear in these data; that is, knowing the degree to which one person changes his opinion to follow another's does not enable us to predict how his respect for the other will change. Changes in respect in these simulated school boards seems difficult to predict.

(3) Effects of Group Structure in Decision-Making Groups (Wrench, Runkel, and Gregor)

The study of the effects of group structure is at the stage of data analysis. One finding which seems to be emerging is that balancing in the individual system (that is, the perception by an individual of a non-strained relation between his own opinion and another's opinion) occurs more easily when the actual opinion of the other person is ambiguous. This is consistent with earlier research. More than this, however, injecting differentials of power or status among the group members seems to work to prevent balancing in the individual system.

These studies are scheduled to be completed in June, 1966.

ROLE EXPECTATIONS AND VALUE ORIENTATIONS

John E. Seger (former member in Education)

As do parts of the study by Foskett and Wolcott, this project also seeks an objective map of some subjective maps of a portion of tje school system. Two assessments will be taken from (a) board members and (b) teachers: (1) the role expectations each group holds for the superintendent and (2) the value orientations in each group. Hypotheses are (1) that each group will show consensus within itself in respect to role expectations and in respect to value orientations and (2) that the two groups will differ from each other on role expectations and also on values, and (3) going from district to district, it will be found that where there is a large difference between the two groups on role expectations there will also be a large difference on values, and conversely. The final report, based on Dr. Seger's doctoral dissertation, (See COMPLETED PROJECTS) is scheduled for completion in July, 1966.

COMPLETED PROJECTS
Reports Being Prepared (cont'd)

THE RADICAL RIGHT AND NEGATIVE VOTING
Ira Rohter (former member in Political Science)

This study investigates some hypotheses concerning voting behavior. After finding "radical rightists" and "negative voters" by specified procedures and after assessing feelings of political alienation and of general social powerlessness on the part of the subjects, Rohter's three chief hypotheses become: (1) Negative voters, in contrast to positive voters, will express greater feelings of political alienation by voting against school revenue measures. (2) Radical righists will express feelings of general social powerlessness in their activities, including their opposition to certain school policies. (3) Radical rightists, to a greater extent than positive or negative voters, will share a cognitive structure characterized by ready acceptance of simplistic views, intolerance of ambiguity, and uncritical acceptance of authority-derived beliefs.

The report on this study is in draft form. Certain findings from the study were presented in September, 1965, to the convention of the American Psychological Association. The final report is to be completed in July, 1966.

THE ECONOMICS OF HIGHER EDUCATION
Robert Campbell and Barry N. Siegel (Economics)

These investigators describe their two studies as follows:
(1) "This is a study of the instructional cost pattern within the university, classified by class, major, and course subjects. We have developed a matrix and associated computer program which embodies the cost pattern for the University of Oregon, fall term, 1964. Assuming stability in the relationships, this should make it possible to predict changes in the instructional cost pattern arising from changes in the class, major or course 'mix' of students enrolled. We plan further development of this activity before we attempt to generalize it to fit other institutions and other problems.

(2) "This study concerns the economics of demand for higher education in the United States, based on aggregate data, 1919-1964. Most studies of educational demand have been done from the point of view of the sociologist, where factors relating to the students' social background have been used to explain the demand for higher education. This demand study suggests that real disposable income per household and a deflated index of tuition costs can explain a significant part of the variation in ratio of undergraduate enrollments to the eligible college-age population over the period covered. We plan to extend the analysis to more detailed cross-sectional

COMPLETED PROJECTS
Reports Being Prepared (cont'd)

data involving similar variables." The demand study will soon become available as a Center occasional paper.

SEQUENTIAL PROCESSES IN GROUP DECISION-MAKING
Alden E. Lind (former member in Political Science)

This study is designed around the sequential processes in group decision-making. It will yield objective information on what is likely to lead to what in such discussions. One eventual product of such studies as this one and the three decision-making studies previously described could be a rivision of those parts of training programs which deal with the superintendent's relations with the school board. These studies pay attention, also, to the inaccuracies of members in interpreting the arguments and pressures being brought by other members. Lind's hypotheses deal with situations likely to lead to over-simplified interpretations of the opposition and with methods of rectifying inaccuracies of perception. Lind will report his findings in a dissertation which should be completed by June, 1966.

COMMUNITY POWER STRUCTURE, TEACHER ROLES, AND EDUCATIONAL DECISION-MAKING
Roland J. Pellegrin (Sociology), Robert B. Carson (former member in Educational Administration), and Keith Goldhammer (Educational Administration)

Research on educational decision-making in the community has given insufficient attention to the identification and systematic analysis of the whole range and variety of interest groups in the community that concern themselves with educational decisions. The focus of this study is on several power structures in the community which affect local educational policy. Interest groups, of course, can be sometimes a resource for the administrator and sometimes a limitation upon him. This investigation makes use of case histories over six years and from three communities in which the power structures influencing issues of public education can be compared with those influencing issues of the economy, of local government, and of public recreation.

One part of this study concerning perceptions of the teacher's role by teachers, school administrators, and community leaders has become the subject of a dissertation recently completed by Carson. (See COMPLETED PROJECTS) A final report on the project is in preparation, as is a monograph on teacher role expectations.

THE POLITICAL VALUES OF PUBLIC SCHOOL TEACHERS
Harmon Zeigler (Political Science)

Often we knit together a conceptual garment for some portion of

COMPLETED PROJECTS
Reports Being Prepared (cont'd)

the world around us, not so much because of a direct need of our own, but because the people around us are so insistent the Emperor must have clothing. Schools, of course, are notorious for providing children with conceptual frameworks before they have a direct need for them, and it seems a reasonable hypothesis that much preliminary shaping of political orientations takes place in the school. Zeigler is seeking to lay hold of political values which, as he says, "find their way into the school system, not only through the form of curriculum, but perhaps also through the informal and subtle communication of values between teachers and students."

Data for the first stage of this project, focussing on teachers, is in the process of interpreting the findings for a monograph to be published next year by Prentice-Hall.

SELECTION OF SCHOOL ADMINISTRATORS
John B. Miner (Business Administration)

This study deals with the ever-present problem of selecting the right persons for educational administration, and turns to that part of the subjective world of potential administrators having to do with power motivation and with conformity to norms. The object is to see to what extent selection devices useful in business and industry can be applied to the educational setting.

All data have been collected--from a total of 220 school administrators in four districts. The criterion measures are as follows:

Ratings of effectiveness, advancement potential, and innovative tendencies (13 variables)
Rate of job changing and upward occupational mobility (4 variables)
Salary
Present occupational level

The predictor measures are:

Miner Sentence Completion Scale (9 variables related to the desire to exercise and compete for power in administrative positions)
The Tomkins-Horn Picture Arrangement Test (measures of conformity, need for social interaction, work motivation and inner life cathexis.
Vocabulary Test G-T

An interim report was given at a CASEA seminar in the fall.

COMPLETED PROJECTS
Reports Being Prepared (cont'd)

Additional analyses are in progress comparing the school administrators with other groups on the predictor measures and relating the predictors to the criteria. These analyses will be completed by the end of the summer.

COLLINEARITY AND LEARNING
Philip J. Runkel (Psychology)

This laboratory study was designed to test the effect of similarity of cognitive structure on the ease with which complex meanings are transmitted from one person to another. A preliminary finding is that similarity or dissimilarity of cognitive structure with one person has strong effects on the ease with which an individual can begin to understand the point of view of the next person with whom he converses.

A report of the research findings is scheduled for completion in August, 1966.

II. PROJECTS IN PROGRESS

CORRELATES OF CAREER-BOUND AND PLACE-BOUND SUPERINTENDENTS
Richard O. Carlson (Educational Administration)

During this study, a battery of psychological tests was administered to all of the full-time superintendents in Oregon in an attempt to determine the distinctive psychological characteristics of superintendents having different career profiles. The data have been collected and analyzed and Dr. Carlson will resume writing the report when he returns to the Center in June, 1966, following a leave of absence during the current academic year.

THE COMMUNITY COLLEGE
Donald E. Tope and Carl G. Paetz (Education)

Junior colleges and community colleges are rapidly multiplying in the United States, and their eventual place in the total educational enterprise is still uncertain. This study investigates the perspectives and expectations concerning community college attendance on the part of students, parents, and faculties in certain community college districts in the state of Oregon. Field work will be completed by April 1966; the final manuscript will be completed by August, 1966.

THE POLITICAL ENVIRONMENT OF EDUCATION
Harmon Zeigler (Political Science)

Zeigler is conducting a study of factors associated with support

PROJECTS IN PROGRESS
(cont'd)

for public education on the part of state legislators. The states in which interviewing is being conducted are Oregon, Utah, Massachusetts, and North Carolina. Pre-testing of the interview instrument has been completed, and interviews are presently being conducted with the legislators and lobbyists in the four states. The interviewing will be completed by mid-March. Coding and analysis will be conducted immediately thereafter, and writing the report will begin in September, 1966.

DIAGNOSING SKILLS AND PLANNING FOR CHANGE

John C. Croft (Education), Leonard Lansky (Psychology, University of Cincinnati), and Philip J. Runkel (Psychology)

This developmental project was undertaken as a preliminary test of the hypothesis that, if practicing administrators could develop more skill in diagnosing human relations problems in their organizations, they could become more effective change agents. Therefore, a pilot program of sensitivity training was held for twelve school administrators during the summer of 1965, with Leonard Lansky as trainer and John Croft as co-trainer.

The object of the research built into these sessions is to assess the effects of this laboratory type of experience on the participants in their back-home situations. Data were collected this summer from the participants and from another set of twelve administrators who are serving as a matched-pair control group. Included are data on (1) behavior of the administrator in peer groups, (2) behavior of the administrator toward subordinates, (3) skill in diagnosis, and (4) ability to see alternative strategies. Data were collected again in the back-home settings in the winter of 1966, and a final round of data collection is scheduled for March, 1966. Preparation of the final report will begin in the summer of 1966.

ADAPTABILITY OF SCHOOL ADMINISTRATORS

Keith Goldhammer and John C. Croft (Educational Administration)

During the current year we have initiated a development project in a nearby community to assist the administrative staff in developing techniques for acquiring knowledge about community expectations for school programs, the nature of their own blocks to the realistic interpretation of educational needs, and how they can develop mechanisms for maintaining the adaptability of the organization as social needs require.

During December a survey of community attitudes was developed and in January data were collected (involving about 300 interviews).

PROJECTS IN PROGRESS
(cont'd)

During February data were tabulated, and from March through June, staff will assist the Pendleton principals in analyzing the data and developing strategies for making changes as needed in administrative structures and processes.

ADOLESCENT EDUCATIONAL EXPECTATIONS
Richard A. Rehberg (Sociology)

The study involves a survey over time of the idealistic and realistic dimensions of the educational (and occupational) career orientations of 6000 adolescents from the sophomore to the senior years of high school in six middle-size (population 50 to 100 thousand) Pennsylvania cities.

The objectives of the research are: (1) the assessment of the consequences of chronic urban economic distress on career orientations; (2) the determinants of the level of career orientations; and (3) the determinants of career orientation change and constancy.

Three papers, reporting certain of the findings of this study, have been prepared by Rehberg for presentation at professional meetings during February and April, 1966. (One of these is listed under Occasional Papers, page 17)

COMMUNICATION IN HIGH SCHOOL FACULTIES
Philip J. Runkel (Psychology)

The communication patterns in a faculty offer important resources or put serious limitations on what an administrator can achieve with his school. This study, based on data from 28 secondary schools in Illinois, deals with the actual flow of several kinds of information within faculties as well as perceptions by teachers of likely sources of information within the faculty. Hypotheses deal with the kinds of persons or positions through which the greater portion of certain kinds of communication are transmitted, the relevance of technical knowledge or certain kinds of attitudes to the content of the information transmitted, and the directions of influence through faculties concerning certain issues, particularly the proper role of the guidance counselor. Data analysis will proceed during the coming year.

III. PROJECTS IN PRELIMINARY OR PLANNING STAGES

THE PROFESSORIAL ROLE
Robert Dubin (Sociology)

This is a descriptive and analytical study designed to develop

PROJECTS IN PRELIMINARY OR PLANNING STAGES
(cont'd)

the social reality of the professorial role. We are interested in the behavior of the professor as the grounds for describing his functions. (This distinguishes from the perceived role as seen by occupants, clients, supervisors, and others.)

The general hypothsis is: over time the managerial functions as distinct from the educational functions have become a larger segment of the role. This is true whether the educational functions are viewed as teaching or research or their combination.

The managerial functions are defined as administration of the student body, of the organizational assets (physical plant, budget), and of the non-academic personnel, including employees and publics.

In the present phase of the study we are developing a data bank, assembling all the data from numerous studies in the field. We have ranged through self-studies, of which there are several thousand for colleges and universities, through work-load studies, through institutional studies made for internal administrative consumption, to the usual academic studies made in a field work format. The data bank is being assembled and will be so organized that an IBM source retrieval system will permit very rapid data retrieval for purposes of summarizing and comparative studies.

It is anticipated that by the summer, 1966, there will be several articles and/or monographs summarizing the state of our knowledge in the field of this study. For the academic year 1966-67 we look forward to carrying out our own field studies that will add to our present knowledge in significant ways.

THE ACADEMIC UNDERWORLD
Robert Dubin (Sociology)

Dubin describes the project as follows: "This is a study of a relatively new phenomenon in higher education in the United States, the graduate assistant. It has been largely in the post-WW II period that this role has assumed its significance in higher education.

"The shift of professorial functions to graduate assistants must largely have the appearance of an implicit rather than explicit role redefinition. There are obvious role strains that will be generated for both graduate assistants and professors in their relationships. It is the purpose of this study to examine some of these.

"The literature is rather sparse in this field but we have

PROJECTS IN PRELIMINARY OR PLANNING STAGES
(cont'd)

managed to build up a data bank for the area. From a summarization of the results of other studies, which will probably appear in several articles or a brief monograph, we will take off on our own field studies, probably during Spring term, 1966. It is anticipated that the field studies will be continued throughout 1966-67."

ADMINISTRATION IN HIGHER EDUCATION

Harold W. Stoke (Visiting Research Associate, Educational Administration)

During the current academic year, Dr. Harold W. Stoke, President Emeritus of Queens College and an outstanding administrator in higher education, has been in residence at the University of Oregon, and has worked with CASEA in order to analyze pressing needs for research in the field of higher education. To date, he reports work on the following topics:

"The first stage of a general review of administrative problems in higher education has been completed. It has resulted in the identification and some exploration of three broad areas for study: (1) the diversity among American institutions of higher learning and some resulting administrative implications, (2) a review of measures currently being taken by colleges and universities to meet their immediate problems of expansion in three areas: instruction, research, and public service, and (3) problems of a long-range, continuing character such as the improvement of educational quality, the nature and responsibilities of the academic profession, factors of influence and control in higher education, etc.

"A second phase of administrative study is under way, namely, to enlist more directly the energies and techniques of the social sciences in the study of higher education. This is being tried by conceiving of 'educational institutions' more nearly as organizations similar in structure and operation to those which scholars in economics, political science, sociology, and psychology have traditionally studied. Thus the organization, production, distribution, and consumption of higher education bear a striking similarity to the areas of study to which the social sciences have long been devoted.

"A third aspect of the study is also in progress. This is an effort to identify and outline 'divisions of labor' in the study of administration in higher education in which the Center might usefully specialize and which might also serve as a foundation for a training program for administrators."

PROJECTS IN PRELIMINARY OR PLANNING STAGES
(cont'd)

JACKSON COUNTY RE-VISITED

Keith Goldhammer (Educational Administration) and Roland J. Pellegrin (Sociology)

This is a follow-up, elaboration, and expansion of the research that resulted in the Jackson County Story, a monograph published by CASEA. (See CASEA publications, page14)

The original case study was an account and analysis of events leading up to the school elections of 1962 when, as a result of community pressures and reactions to a program of rapid educational change, a conservatively oriented majority was elected to the school board of "Jackson County." This study will focus its attention on (1) an analysis of the configuration of school-community relations which led to a reversal in the 1964 elections when a group of so-called "liberal" board members were returned to office by a decisive vote, and (2) the community forces shaping the outcome of the 1966 elections.

Interviews with respondents in "Jackson County" have been conducted this year to lay the groundwork for a major analysis of the relations of community forces to the outcome of the 1966 elections. In the fall of 1966, immediately preceding the 1966 elections, another series of interviews will be conducted, and in late winter, 1967, follow-up interviews will be made. A case study and analysis will be prepared and published as a CASEA monograph in 1967.

IV. COMPLETED PROJECTS
REPORTS AVAILABLE

PAPERBACK PUBLICATIONS

COMMUNICATION AND STATUS: The Dynamics of a Research Center
Alfred G. Smith

This project observed and analyzed the internal communication within CASEA. The goal of this project was to determine who sends what messages to whom within this Center, and which kinds of messages are sent by which kinds of signals over which channels. The project was limited to the study of communicational practices. In general, it did not consider individual personalities, operational efficiencies, productivity, nor other matters that are important in the functioning of the Center but that are not directly analyzable as parts of the communicational structure of the Center. The study was also limited to the internal communication within the Center; it did not consider communication with people outside the Center.

The data were gathered through interviews that averaged three to four hours each. Thirty-five (70%) of the fifty-two people on the payroll on July 1, 1965 were interviewed. The primary purpose of the study is to serve as a case for studying communication patterns in research and educational institutions in general. The final report is being published as a CASEA monograph, and will be available in April, 1966.

Price: $1.00 (plus postage)

ADOPTION OF EDUCATIONAL INNOVATIONS
Richard O. Carlson

Adoption of Educational Innovations traces portions of the life cycles of six innovations which have captured the attention of educators: (1) modern mathematics, (2) team teaching, (3) programmed instruction, (4) foreign language labs, (5) foreign language instruction in elementary schools, and (6) accelerated programs in secondary schools.

Major attention is focused in this monograph on the factors which bear on the varying rates of adoption and diffusion of educational innovations as revealed by research conducted among school superintendents in 107 school systems located within two states. Analyses are made of characteristics of the superintendents, their communication channels, and the position each holds in the social structure of superintendents, in an attempt to answer the question: Why do some school superintendents adopt innovations more rapidly

COMPLETED PROJECTS
REPORTS AVAILABLE
(cont'd)

than others? An examination of the characteristics of the innovations themselves is directed toward answering the question: Why are some innovations rapidly accepted and widely diffused while others are doomed to a meager existence?

In the final chapter the author reports some revealing unanticipated consequences resulting from the use of programmed instruction in one school system.

Price: $2.00 (plus postage)

THE ECONOMIC RETURNS TO EDUCATION: A Survey of the Findings
Jon T. Innes, Paul B. Jacobson, and Roland J. Pellegrin

This monograph summarizes recent research on the economic benefits accruing both to the individual and to society as a whole from investment in all levels of education.

Data are cited which substantiate the thesis that educational expenditures are investments which bring a high rate of return both to the individual and to the public--higher, in fact, than most business investments. Education is, therefore, not only a profitable investment for the individual; as a public investment it makes important contributions to the economic growth of our nation.

Price: $1.00 (plus postage)

THE JACKSON COUNTY STORY: A Case Study
Keith Goldhammer and Frank Farner

This is a factual case study of social change in a large suburban school district experiencing conflict between the school board, the administrative officer of the school system, and the general public during a period of rapid population growth. The study traces the history of various problems arising from rapid population growth and the introduction of curriculum changes faced by the "Jackson County" school boards and school superintendents for a period beginning soon after World War II through the 1963-64 school budget formulation.

The similarities between the problems of "Jackson County" and those of many other areas have led to extensive use of this case study in graduate seminars and in-service programs.

Price: $1.00 (plus postage)

COMPLETED PROJECTS
REPORTS AVAILABLE
(cont'd)

CHANGE PROCESSES IN THE PUBLIC SCHOOLS
Richard O. Carlson, Art Gallaher, Jr., Matthew B. Miles, Roland J. Pellegrin, and Everett M. Rogers

How do educational innovations gain both professional support and public acceptance? The diffusion of planned change in public schools is a subject of growing concern among both professional and lay publics.

This publication includes chapters by social scientists and students of educational administration who treat various aspects of planned change in the public schools. Included are chapters on barriers to change in public shcools, planned change and organizational health, directed change in formal organizations, the characteristics of innovators, and the place of research in planned change. Also included are summaries of a seminar discussion of the papers.

Price: $2.00 (plus postage)

PERSPECTIVES ON EDUCATIONAL ADMINISTRATION AND THE BEHAVIORAL SCIENCES
W.W. Charters, Jr., Burton R. Clark, Jack A. Culbertson, Daniel E. Griffiths, Werner Z. Hirsch, Dorothy Lee, and Nicholas A. Masters

What contributions have been made to date and what still needs to be done in research programs in educational administration by those within and outside of the field? What are the trends, perspectives, and steps to be taken in mapping the course of new research?

Insightful diagnosis of these two questions by five behavioral scientists and two persons in the field of educational administration are presented in this publication. These papers were presented to members of the professional staff of CASEA at a Fall conference in 1964.

Price: $2.00 (plus postage)

Note: A 15% discount will be allowed on orders totalling 10 or more volumes.

DISSERTATIONS

TEACHER PARTICIPATION IN DECISION-MAKING IN EDUCATION

Robert B. Carson.

A doctoral dissertation, University of Oregon, School of Education, 1965.

VARIATIONS IN VALUE ORIENTATION AND DIFFERENCES IN ROLE EXPECTATIONS

John E. Seger.

A doctoral dissertation, University of Oregon, School of Education, 1965.

OCCASIONAL PAPERS
BY STAFF MEMBERS OF CASEA

1) "Class, Party, and Race in Four Types of Elections: The Case of Atlanta," by Harmon Zeigler and M. Kent Jennings. Paper presented at the 1964 annual meetings of the Southern Political Science Association, Durham, North Carolina. November 1964. (Reprint is no longer available. A revised version will appear in the May, 1966 issue of The Journal of Politics.)

2) "Open-mindedness Among Administrators," by John Croft. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois. February 1965.

3) "Factors Related to Citizen, Administrator, and Teacher Participation in Educational Decision-making," by Keith Goldhammer. Paper presented to a symposium of the American Educational Research Association. Febraury 1965.

4) "Community Power Structure and Educational Decision-making in the Local Community," by Roland J. Pellegrin. Paper presented at the 1965 National Convention of the American Association of School Administrators, Atlantic City, New Jersey. February 1965.

5) "Sociology and Educational Administration," by John Foskett. Paper presented at a University of Oregon Conference entitled "New Directions in Research in Educational Administration." March 1965.

OCCASIONAL PAPERS
(cont'd)

6) "Some Problems of Educational Organization in Comparative Perspective," by R. Jean Hills. Paper presented at a University of Oregon Conference entitled "New Directions in Research in Educational Administration." March 1965.

7) "Some Recent Ideas in Research Methodology," by Philip J. Runkel. Paper presented at a University of Oregon Conference entitled "New Directions in Research in Educational Administration." March 1965.

8) "Political Values in Education," by Harmon Zeigler. Paper presented at a University of Oregon Conference entitled "New Directions in Research in Educational Administration." March 1965.

9) "The Functions of Research for Educational Administration," by R. Jean Hills. Revised version of a paper presented at the National Conference on Public Administration, sponsored by the American Society for Public Administration, Kansas City, Missouri. April 1965.

10) "Issues and Strategies in the Public Acceptance of Educational Change," by Keith Goldhammer. Paper presented at a conference on "Educational Issues in a Changing World," Kaanapali Beach, Maui, Hawaii. November 1965.

11) "Reference Group Orientation and Teacher-attitude Toward School District Reorganization," by Robert B. Brumbaugh. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois. February 1966.

12) "Selected Determinants of Adolescent Educational Expectations: Social Status, Parental Education, Family Size, and Parental Educational Pressure," by Richard A Rehberg. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois. February 1966.

13) "Incentive Systems in Educational Organizations: A Look at Two Types and Their Apparent Impact Upon Skill Maintenance Activities of the Professional Work-force," by Herman A. Wallin. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, February 1966.

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14) "An Analysis of Sources and Processes of Innovation in Education," by Roland J. Pellegrin. Paper presented at a "Conference on Educational Change," Allerton Park, Illinois. February 1966.

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